



Inspection Report

Playworks Cwmfelinfach After School Club

**Cwmfelinfach Primary School
King Street
Cwmfelinfach
NP11 7HL**



Date Inspection Completed

01/10/2024

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About Playworks Cwmfelinfach After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Playworks Childcare Limited
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	13 July 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

For further information on ratings, please see the end of this report

Summary

Children are happy, settled and enjoy their time at the club. They develop positive relationships with staff and other children. Children are confident to make choices. They choose from a range of activities and are enthusiastic about their play and learning.

Staff understand how to keep children safe and healthy. They manage interactions in a positive manner and are warm, patient and kind. They know children well and ensure that children's individual needs are supported.

People who run the setting ensure they care for children in a safe and secure environment. There is plenty of indoor and outdoor space for children to move about freely and independently. Children have access to furniture, equipment, and an appropriate selection of toys and materials that are suitable for their needs.

People who run the setting ensure there are suitable policies and procedures in place. They evaluate and plan for improvements where necessary which benefit the children in their care. Relevant pre-employment checks have been carried out to ensure staff are suitable to work with children. However, not all staff have the required qualification. People who run the setting engage positively with CIW and are committed to acting swiftly on improvements needed.

Well-being

Good

Children are happy, settled and comfortable at the setting. They greet staff happily and chat to them easily as they arrive. The majority of children are familiar with the setting's routines as they attend regularly. They know what resources are available to them and where they can play. They enjoy sociable mealtimes, chatting happily with their friends and staff.

Children have some opportunities to make choices about how they spend their time at the setting. For example, they choose between the craft activities on offer or free play activities. Children are confident to express themselves as they know that staff will listen to them. For example, we heard children confidently asking staff for help when needed. The children's voice is strong at the setting. For example, we heard children's views and suggestions for activities and play being considered throughout their time there.

Children continue existing school friendships and make new ones at the setting as they meet children from other age groups and classes. Children of varying ages play happily alongside each other and together. For example, some children cooperated in a craft activity, whilst others played together to create an obstacle course out of apparatus in the hall. We observed older children being kind and thoughtful towards their younger friends and ensuring they were included in play. They happily wait their turn for resources, toys, and to use facilities at the setting. They treat the staff, each other, and the resources with respect.

Children enjoy the activities on offer. They are free to explore their environment and spend time on activities that interest them. Children concentrate for appropriate periods of time during craft activities, imaginative play and games. They are inquisitive and are keen to show adults what they are learning or doing. For example, some children wanted to show us their paintings.

Children have some opportunities to develop their independence skills. The setting offers opportunities for independence during snack time. For example, children serve food for themselves. Children are independent when putting their coats and belongings away, using the toilets and washing their hands. Children enjoy creating new games and trying out crafts and activities with the staff.

Care and Development

Good

Staff follow the health and safety procedures in place effectively to ensure the well-being of children. They manage children's arrival and departure well to ensure they account for them, recording times children arrive and leave. There are suitable systems in place to manage and record accidents, incidents and any medication administered. Staff give children safety messages such as to not use the climbing equipment on the playground that is being repaired. Staff follow good hygiene procedures when preparing and serving food. They clean tables before and after use and wear appropriate personal protective equipment to help minimise the risk of cross contamination. Staff are aware of the safeguarding policy and their duty to report concerns to people who run the setting. They are also aware of their individual duty to report to the local authority safeguarding team should the need arise. Staff ensure children have regular opportunities to play outside in the fresh air giving them good opportunities to be active.

Staff understand the behaviour management policy and implement positive behaviour strategies effectively. Staff positively interact and engage with children. When sitting together in the hall drawing and painting pictures, staff commented, *"The colour you've used is beautiful; which paint have you mixed to create it?"* They know children very well and have good knowledge of their needs. Staff are skilful at varying their language and questions depending on the ability of the children with whom they are talking. All staff are consistently responsive and demonstrate warmth and kindness.

Staff provide a range of play activities, suitable for the age and stage of development of the children. We saw staff encourage children to choose what they wanted to play with from a variety of resources on offer to them. Staff plan activities informally and follow children's interests and ideas. Children can choose activities in which they are interested. Staff naturally promote children's learning as they play.

Environment

Good

People who run the setting have appropriate policies and practices in place. They ensure the environment is suitably safe and secure. Children arrive at the club internally through the school and external doors are kept locked. Parents collect from the front entrance and visitors are unable to access the service unannounced. The entrance is locked, and staff ensure they identify people at the door. The large outdoor play area is securely fenced. Routine maintenance checks for the building are undertaken. Staff complete daily safety checks of the environment. Adequate risk assessments are in place which considers main areas of the club along with resources and activities. Regular safety checks are undertaken for fire equipment and the newly installed gas boiler. Fire drills are undertaken and recorded appropriately.

The people who run the setting ensure the indoor play space allows the children to move freely. The area is spacious and provides children with suitable spaces to play, eat and relax. Children's toilets are easily accessible and provide for children's privacy and dignity. The people who run the setting ensure that children have sufficient access to a large outside area at set times which allows access to fresh air. Children's ideas are displayed which supports the children's sense of belonging.

Resources and structures in the outdoor area are suitable. There is a selection of varied toys and resources indoors, ensuring all children can find things to interest them. However, children are not able to access resources independently. Resources are clean, safe and appropriate for the various age groups that attend the setting. Children of all ages were keen to tell inspectors what they liked playing with at the setting, evidencing that the resources meet the needs of all age groups.

Leadership and Management

Adequate

People who run the setting have a clear vision. They aim to support families by creating an accessible, warm, friendly and relaxed setting where children want to attend and feel at home. There is a satisfactory range of policies that reflect the ethos of the setting in place. There is a statement of purpose enabling parents to decide if the setting is right for their child. Appropriate insurances are in place.

People who run the setting review their setting and complete and produce an annual report. They submit this and a Self Assessment of the Service to Care Inspectorate Wales (CIW) annually, as required. They seek views about the setting from staff, parents, and children. People who run the setting are reflective and identify areas of strengths and required improvements. They are receptive to receiving feedback and act upon issues which are brought to their attention.

Overall, people who run the setting follow safe recruitment procedures to ensure staff are suitable to work with children. Staff files are up to date and people who run the setting undertake relevant checks to ensure staff are suitable to work with children. Staff's Disclosure and Barring Service (DBS) checks are current. Staff are well qualified in childcare. However, not all staff have the required playwork qualification. People who run the setting strive to ensure they enable staff to keep up to date with mandatory training including safeguarding and food hygiene. However, on the day of inspection staff did not hold the required Paediatric First Aid qualification. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff understand their roles and responsibilities well. The people who run the setting reflect on practice and they value the contributions of staff in this process. They provide regular opportunities for staff to offer their views informally and in one-to-one supervisions. Staff told us that the people who run the setting are approachable, supportive, and value them.

The people who run the setting have a complaints policy and procedure in place although no formal complaints have been received. Partnerships with parents and carers are strong. Parents are complimentary of the setting and speak highly of the staff and of the care their children receive. Many parents told us their children are very happy at the setting and enjoy attending.

Summary of Non-Compliance	
Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
24	The provider must ensure there are a sufficient number of staff with the appropriate first aid	New

	qualification on the premises at all times	
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 13 (Day Care) - Suitable Person	Ensure that staff hold the required playwork qualifications.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Consider ways of storing resources for children to access them independently.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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